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ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living Series, this document provides guidelines and workbook activities for the course, Sexuality. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. This course is designed for the mildly retarded adult who is capable of living independently, has verbal communication and is self-supporting. Contents include teacher suggestions and training information, overview of program structure, and attitudes survey and facts on human sexuality questionnaire to assess the teacher, and pre- post-tests. Objectives and suggested activities are provided for these topics: body identification and awareness, sense relaxation, male/female role identification, sex appeal and personal hygiene, gynecological care, venereal disease, birth control, the birth process, alternatives to pregnancy, social stereotypes (dealing with handicaps and sexuality) and dating and other socially appropriate behaviors. References and sources of materials are appended. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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COMMUNITY LIVING SKILLS GUIDE

Sexuality

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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SEXUALITY

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STATEMENT OF INTENT AND PHILOSOPHY

It is the belief of this author that a healthy sexuality involves knowledge, understanding, feeling comfortable with sex, and concern for others in an individual's specific environment. I also believe sexuality to be significant to the personal growth and development of self within each individual. My intention for the program is to aid each individual in acquiring greater insight and understanding into their own sexual identify and awareness.

The following suggestions for class activities, discussions, and participations will serve as a general overview of the Sexuality class at Metro College for Living. Please keep in mind that although the areas are presented in a particular order - they can and should be used interchangeably and in accordance with individual need.

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NOTE TO TEACHERS

In addition to being a program involving sex education (the teaching of facts) sexuality must also deal with additudes, feelings/nonfeelings, and perceptions. It is important to allow the students the opportunity to express their ideas and feelings in a "trusting and open atmosphere". We have produced this kind of environment by providing primarily two elements: 1. Create a "rule" for the participants in the class. The sharing of ideas, expression of feelings, or relating of experiences must remain private and confidential. We see no need to share these things with people outside the walls of this classroom. Repeat this for several classes until there seems to be a trust/rapport beginning to develop. 2. Allow freedom of expression. This many times means the use of slang and four-letter words. It is important for the teachers often times, to initiate the use of these words - in order for the student to feel comfortable using them. This is important because very often slang or 'street language' is the only vehicle for communication students may have, and their vocabulary must be accepted openly until such time as proper vocabulary can be substituted.

STRUCTURE OF THE PROGRAM

The structure of the program will depend on the needs and functioning levels of your students. This program was designed for primarily the adult who is mildly retarded; one who is capable of living independently, can communicate verbally, and is somewhat self-supporting.

If, for example, your program is comprised of primarily low-functioning acults, priorities should be set on body hygiene, body awareness, and masturbation. Abstract concepts should be avoided. The content of a program must be concrete.

On the other hand, if participants are sexually active - priorities might be set on birth control, intercourse, rape prevention, etc. Therefore the curriculum for any given Sexuality program should be determined primarily from the teacher perceptions and also from input from students.

Using your perceptions and feelings as (1) facilitator for the class and (2) as a person who is aware of your own sexuality is of utmost importance to the success of your program, and cannot be overemphasized.

You, as teacher/facilitator of a Sexuality program must use your own experiences, feelings, and perceptions for understanding those of your students.

TEACHER TRAINING

A Sexuality program, by its social nature, deals with areas that may be extremely sensitive to talk about in groups. It is, often times, an opportunity to expose personal 'hang-ups' without even recognizing them as such.

It is therefore important, for reasons of continuity, and non-bias for the teachers involved, to do some sharing of ideas and feelings prior to the beginning of the first class. Each teacher needs to have a feeling about where the other team members are in relation to their orientation to their own individual sexuality. In other words, understanding or at least beginning to understand the individual attitudes toward sexuality of the teachers involved in the program.

This can be a very simple task - or can be quite uncomfortable and highly sensitive. The teachers must not be threatened by the idea of "right" or "wrong" attitudes. Acceptance of differences should be encouraged among the teachers as well as the students. Initial questions could be:

1. How do you perceive sexuality in relation to mentally handicapped adults?
2. What are your attitudes concerning sexual behavior that deviates from your own behavior? For example: oral sex - homosexuality.
3. What topics would you not be comfortable dealing with?

Through experience, we have found an element of embarassment/shyness in all new sexuality teachers. This leads us, possibly, to the conclusion that there is a certain degree of desensitization needed. Desensitizing someone to talk about 'forbidden issues' can be dealt with in many ways. Following are a few suggestions that we have used:

1. Give a survey (written) (see attached) "Facts on Human Sexuality" and plan to discuss points of conflict.
2. Have new teachers teach brief lessons on a particular area of Sexuality to other members of teaching staff. For example: have one teacher present the topic of sexual intercourse to the group. Follow-up on this type of activity is important in terms of giving supportive feedback, both positive and negative.
3. Give intern teacher list of Sexuality resources and suggest he/she pick 2 or 3 sources to concentrate on. For example, if intern teacher has expressed difficulty in dealing with the idea of homosexuality, The Gay World (Dr. Martin Hoffman) might be suggested - among other good sources of information available.
4. Have the intern teacher describe (or write) what sexuality means to him/her personally, and how these ideas and attitudes could be reflected in a sexuality program.

It is important to recognize that not all people will be capable of teaching Sexuality; and it is equally important to help potential teachers to realize this.

Also relevant is the idea that conflicts or sensitive areas do not necessarily mean that someone is not capable of teaching Sexuality: But that it is recognition of one's own attitudes toward sexuality that is vital to an objective presentation in class. Another important point is that one needs to reduce value judgments about other students or teachers. Emphasis should be on open, accepting communication. This will lend itself to the "Sharing" environment desired in the classroom.

Name_____

ATTITUDES SURVEY

Indicate how you feel about the issues below by ranking each statement according to the following:

SA - Strongly Agree
A - Agree
U - Undecided
D - Disagree
SD - Strongly Disagree

_____1. Sex education in schools is likely to encourage sexual activity.

_____2. Effective birth control can increase sexual enjoyment.

_____3. All children have a natural curiosity about sex.

_____4. Generally, women enjoy sex as much as men.

_____5. Sex education for the borderline and educable retarded should be much the same as for those of higher intelligence.

_____6. Children should be informed about bodily changes before they occur.

_____7. If a woman gets pregnant, the man should marry her.

_____8. Marriage is the best career for a woman.

_____9. Retarded girls tend to be more promiscuous than girls of higher intelligence.

____10. Sex is OK between "friends" even without "love."

____11. Mothers who give their daughters contraceptive devices are asking for trouble.

____12. Oral-genital sex is acceptable only between married persons.

____13. A profoundly retarded individual does possess sexual drive.

____14. Giving a child sexual information when he is too young is harmful.

____15. Male sterilization means the end of an active sex life.

____16. Abortion should be available for anyone at any time.

____17. Parents should be informed about their teenagers' sexual activity.

____18. People who are mentally retarded should still be allowed to marry.

____19. Mentally retarded girls should be sterilized when they reach puberty to protect them from pregnancy.

____20. Masturbation should be encouraged as part of healthy sexual development.

____21. Mentally retarded persons should have the opportunity to express their sexuality.

____22. Sexual thoughts, wishes and fantasies are normal.

____23. Sex education should be done entirely in the home; it is not a subject to be taught in schools.

____24. A man who admits to loving another man needs psychiatric care.

____25. Persons who are mentally retarded should be allowed to have children.

____26. Mutual masturbation is unacceptable; it should be done only by an individual in private.

____27. A woman who is raped is probably asking for it.

____28. To prevent sexual experimentation, the mentally retarded should be closely supervised.

____29. Foreplay is essential for love-making.

____30. Masturbation is indicative of trouble if done within marriage.

____31. For some retarded individuals, masturbation may be the only satisfactory means of sexual expression.

____32. Retarded children are more likely than normal children to be "sexually used" by others.

____33. Sexuality is a private subject, and therefore should not be discussed openly.

Name_____

FACTS ON HUMAN SEXUALITY

True or False

____1. A female without a hymen can still be a virgin.

____2. A woman can get pregnant if she has intercourse while standing up.

____3. Douching is an effective contraceptive.

____4. A couple must have simultaneous orgasm for pregnancy to occur.

____5. Exhibitionism leads to more serious criminal sex offenses.

____6. A man has only a certain number of sperm; after those are used up he cannot cause pregnancy.

____7. The male determines the sex of the child.

____8. A hysterectomy means the end of sexual enjoyment for the woman.

____9. Rubbers don't prevent a male from having an orgasm.

___10. Homosexuals are born that way.

___11. Birth control pills cause blood clots.

___12. IUD's can only be put in if the woman has had a child.

___13. During pregnancy, a woman's sexual desire decreases.

___14. Penis size is directly related to sexual performance.

___15. Masturbation is normal for both males and females.

___16. A circumcised male has a higher sex drive than an uncircumcised male.

___17. A woman doesn't have to experience orgasm to get pregnant.

___18. Pornography increases the incidence of sex offenses.

___19. The best position for sexual intercourse is with the man on top.

___20. There's a difference between clitoral and vaginal orgasm.

___21. Males who have wet dreams are "horny."

___22. Abortion is now a legal and safe medical procedure.

___23. If a woman doesn't menstruate once a month she is not normal.

___24. V.D. can be passed on through oral-genital contact as well as intercourse.

___25. A child playing with his or her genitals manifests normal curiosity.

GENERAL INTRODUCTION

OBJECTIVES: Student will help set class rules by discussing and defining Trust, Privacy and Sharing.

Student will make list of rules (either verbal or written).

ACTIVITIES:

I. Discuss who we are, what we like, what we don't like.

II. Mirroring - In pairs act as 'mirrors' to each other - one as follower and one as leader, then reverse roles. Direct eye contact is important!

III. Set class rules. Discuss these as possible rules:
1) Trust 2) Privacy 3) Sharing

*This beginning is most important to the attitude of the program. We have found it most beneficial to create a climate for mere socializing, that is fairly easy to accomplish by keeping the conversation non-sexual and talking about interests, likes/dislikes, and generally about each other.

It is important in this first class to establish a trust atmosphere. We have been successful in this by simply stating it as a 'rule' for the group. Something like, "This is a Sexuality class, concerning issues that will often times become very personal and perhaps embarassing. Therefore anything that is talked about or shared in this group will be the responsibility of this group. We will not talk about each other outside of the group or be inclined to 'snitch' on each other."

It has also been helpful in past groups, to establish a comfortable physical environment. This could be accomplished by having everyone bring a pillow to sit on or sitting in a circle; the options for physical comfort in a classroom setting are plentiful.

*TEACHER'S NOTE

The 'mood' for this class should be kept light, free, and fun. This helps students to relax and begin to feel comfortable in being in Sexuality class.

Step I
BODY IDENTIFICATION & AWARENESS

OBJECTIVES: I. Student will identify male and female body parts by pointing to specific areas on mannequin or drawing of a male and a female replica.

II. Student will identify correctly 6 pictures of male and female models.

ACTIVITIES:

I. Body Traces: On large white butcher paper have students trace their body outlines. Tape up one female and one male and have class identify parts visible when nude.

II. Tack up fold-outs of nudes and lead discussion of body parts and differences.
   a. Teacher stands in front of class and identifies differences and likenesses.
   b. Have one female/one male stand in front of class and identify parts and differences. This activity must be handled with care. Teacher must take precautions not to choose inhibited "exhibit" students or in any way create a negative experience for those involved. It should be treated as a "unique and special" activity for the two leading individuals involved.

TEACHER NOTE

Only the body parts that can be seen should be dealt with. Keep it concrete. For example: deal with arms, legs, breasts, penis, etc. - not fallopian tubes, urinary tracts, etc.

Step II
SENSE RELAXATION

OBJECTIVE: Student will develop a sense of body awareness through body exercise and through touch activities.

ACTIVITIES:

I. Use basic movement exercises. For example:
   a. Lying on floor - lifting one leg - then the other (arms, also head)
   b. Standing with hands on waists and twisting upper body.

   *Discussion of physical feelings should be emphasized. For example: "How does your leg feel when you lift it?"

II. For groups or partners:
   Have two people sit face-to-face on the floor. Instruct the students to "mirror" each other - that is one individual is a leader, the other a follower. The leader must create movements for the other person to follow: Example: Arm waving, facial expressions, clapping hands, etc.)

III. Light tapping can also be effective for relaxing, i. e. with tips of fingers lightly tap over entire body beginning with head - including arms, chest, torso, etc.

IV. Take five deep breaths.

V. Lie quietly with eyes closed and go inside yourself and find a peaceful place in your mind.

TEACHER'S NOTE

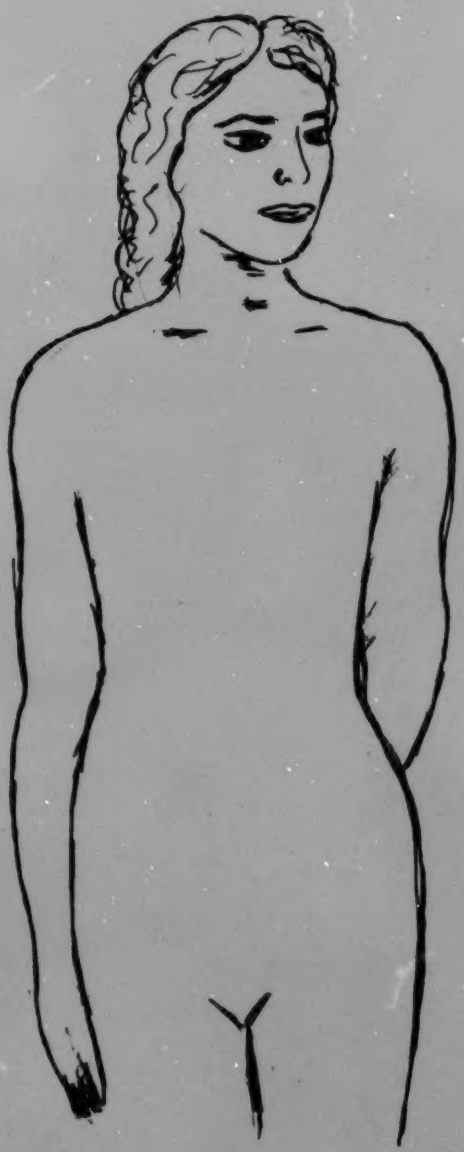
This unit was devised initially to help students learn how to relax. We then found that through this relaxing exercise the students could detect different areas of tension and tightness to concentrate on. We have used this unit in several ways: 1) as a break from the usual class 2) as a wake-up activity for students who are tired and tense from working all day 3) in connection with the fantasy unit - in the form of moving creatively to individually devised fantasies (Example: "I am pretending I am a fish".) 4) or simply as a beginning body awareness activity.

SEXUALITY

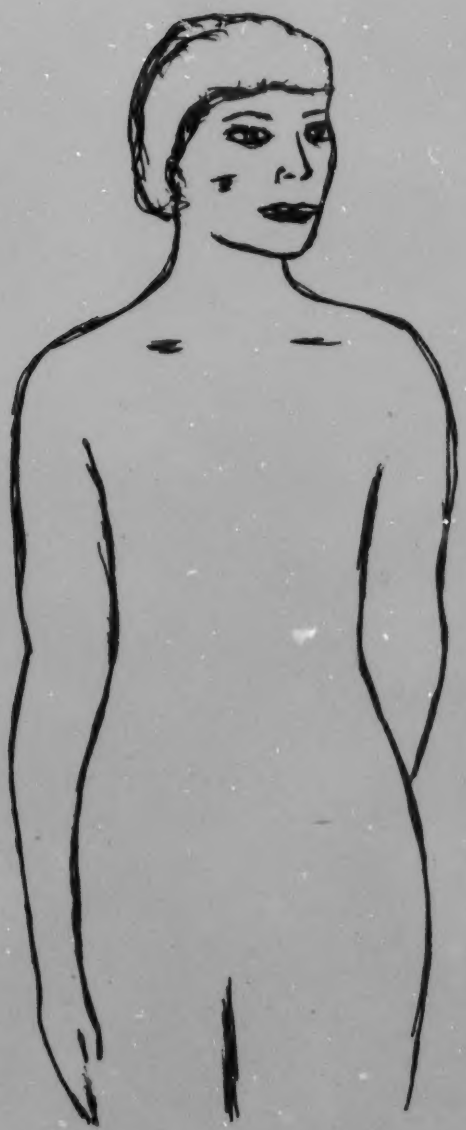
PRE-POST TEST

To be given in a mode that the student can handle. Some students may write; some may need to take it verbally; some may have to point to parts, etc. Do not give on the first night of classes. First, create supportive and trusting atmosphere. If, when administering test, the facilitator finds the questions too difficult for the student, then end the test and begin at a level the student can handle.

I. Draw the breasts on this figure. Draw the body hair on this figure.



II. On this figure draw the penis and scrotum. Add the body hair.



III. Give some other words for "intercourse"

IV. What does "sexuality" mean to you?

V. What is Birth Control?
Do you practice birth control?
Which kind?
If you need information about birth control, where do you go?

VI. Make a list of things you would like in a sex partner.

....Things you wouldn't like in a sex partner.

VII. What is Venereal Disease?
Where would you go for help?

VIII. What are some things you do to make yourself attractive to someone you like?

Step III
MALE/FEMALE ROLE IDENTIFICATION

OBJECTIVES: Student will demonstrate individual concepts of male/female social roles through role paly.

Student will demonstrate alternate concepts of male-female social roles through role play.

ACTIVITIES:

I. Role Play - Create play situations utilizing such roles as mother, father, sister, brother, etc. It has often been effective, depending on the functioning level of the group to include and discuss the responsibilities for each of these roles - to allow for a greater feeling of depth in an individual's roles.

II. Role Game - Have students attempt to identify each other's roles. For example, "I think Suzie is a sister, daughter, and student."

III. Sexual Interaction Role Play - Boyfriend-girlfriend, Husband-Wife, Boyfriend-Boyfriend, Girlfriend-Girlfriend, Parent-Child.* *This will enable teacher to see whether students have any "deviant" concepts with which they are dealing.

IV. Use record "Free to Be You and Me" to bring out a variety of roles that males and females have.

TEACHER'S NOTE

Much of an individual's sexuality is based on the roles she/he plays. The individual's personal feelings about what is male, or what is female is priority in this lesson. The facilitator is most effective here with accepting attitudes and flexibility. It may be helpful to initiate this with questions such as "What are your roles in your family, in this class, on your job, etc."

At this time keep in mind the sexual behaviors of incest, homosexuality, and other behaviors related to roles. Your awareness will help student to broaden his views of roles and his own identify.

STEP IV

SEX APPEAL AND PERSONAL HYGIENE

OBJECTIVES: Given the Personal Hygiene List, student will identify positive personal hygiene items.

Student will identify three things about himself/herself that are appealing to another person.

To create an awareness of what is appealing to each individual.

ACTIVITIES:

I. Prepare the group in advance by asking them to dress up or wear what they find appealing.

II. Facilitator may bring in an assortment of clothes, toiletries, make-up, costume jewelry, etc. for group to experiment with and consequently make individual and group decisions about what they like or don't like.

III. Group of students make a collage from magazine cut-outs of "attractive/appealing" people.

IV. Discuss hygiene as an integral part of "sex appeal".

V. Use personal hygiene list to identify problem areas and work on needed improvements.

VI. Quiz: Personal Hygiene List

TEACHER NOTE

This is obviously one of the units created for higher functioning individuals who have dealt or are not dealing with interpersonal-sexual issues. The underlying thought is that everyone has appeal - whether it be physical (outward) or integrated with personality/character (inward). This serves as a good self-concept exercise.

PERSONAL HYGIENE

What do you like in the following list?

_____ dirty fingernails

_____ clean hair

_____ shaved body hair

_____ body odor

_____ clean smelling underarms

_____ bad breath

_____ perfume

_____ uncombed hair

_____ wrinkled clothes

_____ brushed teeth

_____ clean underwear

After quiz discuss each item.

Step VI
GYNECOLOGICAL (GYN) CARE

OBJECTIVES: Student will list the purposes of proper GYN.

Student will list 2 places in which GYN care can be obtained.

ACTIVITIES:

I. Invite a gynecologist to visit the class to talk about what actually happens during a doctor's visit. Ask the gynecologist to bring whatever visual aids possible, such as speculum, dressing gown, etc.

II. Audio-visual aids about GYN care.

III. Talk about hygiene of the genital area i.e.

(female)	(male and female)	(male-female)
douching	soap and water daily	use of powders

TEACHER'S NOTE

Depending on the group - it may be advisable to segregate males and females for this unit. We have been successful more often with presenting this unit separately.

It has been our experience that often times our class members have been afraid of doctors, clinics, hospitals, etc. Although we have presented this material ourselves, we found it preferable to have a doctor or nurse present it.

Check bibliography for information concerning audio-visual aids.

Step VII
VENEREAL DISEASE (VD)

OBJECTIVE: Student will differentiate 2 kinds of VD, preventative measures, where they originate and how they are treated.

ACTIVITIES:

I. Audio-visual aids (see Bibliography).

II. Have a counselor from Planned Parenthood discuss VD with you.

III. In class discuss fears, ideas, and thoughts about VD.

IV. Identify by name 2 kinds of VD. Underneath each form of VD tell how you prevent it, how you get it, and how you treat it.

Step VIII
BIRTH CONTROL

OBJECTIVES: Student will identify type of birth control he/she practices.

Student will give name of place or person who helps with his birth control.

ACTIVITIES:

I. Supplies may be obtained in kit form from Rocky Mountain Planned Parenthood - inclusive of all forms of birth control and pamphlets. Approximate cost - $8.00.

II. Have a speaker discuss methods and use of birth control. Tell class about the form of birth control you use.

Step IX
THE BIRTH PROCESS

OBJECTIVE: Student will list three pros and three cons of having and raising children.

ACTIVITIES:

I. Have a speaker from Planned Parenthood present the decision-making process: Children or No Children.

II. Have a doctor or nurse present what happens during pregnancy and birth.

III. Have a social worker present child care issues (expenses, problems, proper care).

IV. Use films on the subjects of pregnancy, birth, etc.

TEACHER'S NOTE

It has been our experience that often times students have unrealistic plans for their immediate future (i.e. marriage, family, etc.). In presenting this unit we stress the total picture of having a baby inclusive of marriage, having a good income, high hospitalization costs, child care, etc.

We have restricted the use of this unit only to classes in which students are 1) high functioning enough to comprehend what they cannot see and 2) have a sincere interest in knowing about pregnancy and birth.

Step X
STERILIZATION/ABORTION

OBJECTIVES: Student will define sterilization.

Student will define abortion.

Student will give two places to go for help when considering either subject.

ACTIVITIES:

I. a. What does it mean to be sterilized?
b. Has anyone ever been sterilized (in this group)?
c. Do you know of anyone now who wants you to be sterilized?

Then, according to level of interest, we have found it more effective to invite an MD or RN to discuss sterilization.

II. Abortion: We would recommend contacting an MD or RN to present this unit for a couple of reasons:
a. They would be up-to-date in the currently used methods of abortion.
b. They would also be aware of the current state concerning abortion.

Discussion: What does "abortion" mean?

TEACHER'S NOTE

In the past few years the rights of people who are retarded have become an issue for all to be concerned with. It is now particularly important for the individual to clearly understand what sterilization is and what changes may be made in his/her lifestyle choices as a result of being sterilized.

Remember the sensitivity of the subject of sterilization and abortion.

Step XI

SOCIAL STEREOTYPES: DEALING WITH HANDICAP AND SEXUALITY

OBJECTIVES: Student will discuss stereotypes and identify how those stereotypes impede personal growth.

TEACHER NOTE:

"The Retarded are sexual deviants." "Those people should all be sterilized." "I don't want 'them' living next to my family." These are all commonly heard fears expressed by the general populace. Keep in mind that reality can be difficult to cope with and a great deal of sensitivity is needed for this unit.

ACTIVITIES:

1. Identify your handicap.

2. List experiences that you've had with people who label you.

3. Role play a variety of situations that
   a. support stereotyping and
   b. changing of stereotypes.

Step XII

DATING AND OTHER SOCIALLY APPROPRIATE BEHAVIORS

OBJECTIVES: I. Student will differentiate socially acceptable behaviors from unacceptable behaviors. When shown 3 behaviors can label which are appropriate and which are not.

II. Student will plan a date by listing considerations needed for the date, i.e., money, transportation, meeting people, etc.

ACTIVITIES

1. Role Play is excellent for this unit. It allows students to practice appropriate behaviors in a protected setting.

2. Go out to dinner, or for a walk in the park. Then return to the classroom to discuss the appropriate and inappropriate behaviors.

3. Discuss your previous experiences with relationships, dating and interpersonal growths. (This should be a "free choice exercise" - i.e., not mandatory participation.)

4. Plan a date. What do you need to do to prepare for a date?

MENTAL RETARDATION and HUMAN SEXUALITY

Developing Community Acceptance of Sex Education for Mentally Retarded. Medora S. Bass, 1972, SIECUS, 1855 Broadway, New York 10023.

Guidelines for Planning a Training Course on Human Sexuality and the Retarded. Winifred Kempton, 1973, Planned Parenthood Association of Southeastern Pennyslvania.

The Principle of Normalization in Human Services. Wolf Wolfensberger, National Institute on Mental Retardation, Toronto, 1972.

Sexual Rights and Responsibilities of the Mentally Retarded. Proceedings of the Conference of the A.A.M.D., Region IX, 1972, Medora S. Bass, Editor. Revised edition A.A.M.D., 1975.

Manual on Terminology and Classification in Mental Retardation. Herbert J. Grossman, M.D., Editor; A.A.M.D., 1973.

Human Sexuality and the Mentally Retarded. Felix F. do la Cruz and Gerald D. La Veck, Editors; Brunner/Mazel, New York, 1973.

The Cloak of Competence. Robert B. Edgerton, University of California Press, 1967.

A Teacher's Guide to Sex Education for Persons with Learning Disabilities. Winifred Kempton, Duxbury Press, 1975.

Legal Rights of the Mentally Retarded. Marliene Smoker, Editor, PARC, 1974.

The Therapeutic Relationship and Its Impact. Carl Rogers, University of Wisconsin Press, 1967.

A Curriculum for Human Sexuality: Education and Training. Designed for the Mentally Retarded, 1975; Editor: John W. Fanning, Mental Health Services of the Roanoke Valley, Suite 500 Carlton Terrace Bldg., Roanoke, VA 24016

Human Sexuality: A Portfolio for the Mentally Retarded. Victoria Livingston and Mary Knapp, 1974, Planned Parenthood of Seattle (King County).

By: Roger Mellott
Rocky Mountain Planned Parenthood
2030 E. 20th Avenue
Denver, Colorado 80205

ORDERING INFORMATION FOR SELECTED REFERENCES IN SEX EDUCATION AND MENTAL RETARDATION

The following materials have been collated by the Education Department of Planned Parenthood Center of Pittsburgh, Inc.

A. Reference Materials

1. A Bibliography of Resources in Sex Education for the Mentally Retarded, 1973 (SP7). Prepared by SIECUS. Price: $1.00
   Order from: SIECUS Publications Office
   1855 Broadway
   New York, N.Y. 10023

2. Developing Community Acceptance of Sex Education for the Mentally Retarded (SP6), 1972, by Medora Bass. Price: $2.00
   Order from: SIECUS Publications Office
   1855 Broadway
   New York, N.Y. 10023

3. Education for Sexuality: Concepts and Programs for Teaching, by Burt & Brower, Price: $10.00
   Order from: W. B. Saunders Company
   West Washington Square
   Philadelphia, PA. 19105

4. Facts About Sex for Today's Youth, Revised 1973, by Sol Gordon
   Price: $2.25 single copy; $1.90 each for 2-9 copies
   Order from: Ed-U Press
   760 Ostrom Avenue
   Syracuse, N.Y. 13210

5. Family Life Education: Curriculum Guide, Department of the California Youth Authority, Ruth Glick, Director
   Price: $5.20 (Prepaid)
   Order from: State of California Documents Section
   P. O. Box 20191
   Sacramento, California 95820

6. The Follett Family Life Education Program/Elementary: A progression of six texts, Families Live Together, The World of Living Things, How New Life Begins, Living Things and Their Young, How We are Born, Man and Woman, For You-The Parents. Each text: $4.32; Annotated Teacher's Edition, $5.64.
   For further information: FOLLETT Publishing Company
   Department DM
   1010 West Washington Blvd.
   Chicago, Ill. 60607 - Ask for Brochure No. 290

7. Growing Up Young (for Parents and Teachers of Retarded)
   Price: 5¢ each
   Order from: Life Cycle Center
   Kotex Products
   Kimberly Clark Corporation
   Weemah, Wisconsin 54956

8. Guidelines for Planning a Training Course on Human Sexuality and the Retarded

1973, by Winifred Kempton, Price $4.00 each ($3.50 = 50¢ postage)
Order from: Education Department
Planned Parenthood Ass'n of Southeastern Pennsylvania
1402 Spruce Street
Philadelphia, Pa. 19102

9. Love, Sex and Birth Control for Mentally Retarded, by Kempton, Bass and Gordon. Price: Limited quantity available free. Send 25¢ postage and handling to: Public Relations Department
Planned Parenthood Center of Pittsburgh, Inc.
526 Penn Avenue - 10th Floor
Pittsburgh, Pa. 15222

10. Puberty in the Girl Who is Retarded, 1969 by Ann Pattullo, Price $1.00
Order from: National Association for Retarded Children
2709 Avenue E, East
Arlington, Texas 76011

11. Selective Guide to Materials for Mental Health and Family Life Education, Mental Health Materials Center. Price $26.25
Order from: Perennial Education, Inc.
P. O. Box 236
1825 Willow Road
Northfield, Ill. 60093

12. Social & Sexual Development: A Guide for Teachers of the Handicapped. A cooperative program involving the Iowa State Department of Public Instruction and the University of Iowa. Price: $9.87
Order from: Eric Document Reproduction Service
Leasco Information Products, Inc.
P. O. Drawer O
Bethesda, Maryland 20014

Note: You must include ED Number - "EC 032-040"

13. Teaching Concepts of Sexual Development to the Developmentally Disabled: A Guide for Parents, Teachers, and Professionals, by Fischer, Krajicek, and Borthick. Price: $7.50
Order from: University Park Press
Chamber of Commerce Bldg.
Baltimore, Maryland 21202

14. What to Tell Your Child About Sex, by the Child Study Ass'n of America. Price: $1.50 plus 25¢ postage and handling. Send $1.75 to:
Public Relations Department
Planned Parenthood Center of Pittsburgh, Inc.
526 Penn Avenue - 10th Floor
Pittsburgh, Pa. 15222

B. Teaching/Discussion Aids

1. ME NOW: A full two-year Curriculum for Upper Elementary Mentally Retarded Students (includes 4 Units: Digestion and Circulation; Respiration and Body Wastes; Movement, Support and Sensory Perception; Growth and Development, includes human reproductive systems).

For further information: HUBBARD Special Education Programs & Materials
2855 Shermer Road
Northbrook, Ill. 60062

2. HOW BABIES ARE MADE, Time Life, Price: ($4.95 + 34¢) = 5.29
   Order from: Little, Brown and Co.
   34 Beacon Street
   Boston, Mass. 02106

3. WHERE DID I COME FROM? Mayle Price: $5.95
   Order from: Lyle Stuart Inc.
   120 Enterprise Avenue
   Secaucus, New Jersey 07094

4. WHERE DO BABIES COME FROM? Sheffield Price: $3.95
   Order from: Random House
   201 East 50th Street
   New York, NY 10022

C. Audio-Visual Reference Materials

1. 16mm Film: "Like Other People" - 37 minutes
   Purchase: $375.00
   Rental: 37.50
   Order from: Perennial Education, Inc.
   P. O. Box 236
   Northfield, Ill. 60093

2. Filmstrip: "Mental Retardation and Human Sexuality"
   Purchase: $25.00
   Rental: $ 5.00/week
   Order from: Planned Parenthood Association
   1402 Spruce Street
   Philadelphia, PA 19102

3. 16mm Film: "Parent to Child About Sex" - 31 minutes
   Purchase: $280.00
   Rental: 28.00
   Order from: Perennial Education, Inc.
   P. O. Box 236
   Northfield, Ill. 60093

D. Audio-Visual Teaching/Discussion Aids

NOTE: The following aids can be adapted for use with mentally retarded.

1. 2 - 16 mm Companion Films: "Boy to Man" and "Girl to Woman" - 16 minutes each.

   Purchase: "Boy to Man" - $195.00
   "Girl to Woman" - $210.00
   Rental: $12.50 each
   Order from: Churchill Films
   662 North Robertson Blvd.
   Los Angeles, Calif. 90069

2. 16mm Film: "Human Reporduction" - 21 minutes
   Purchase: $240.00
   Order form: McGraw-Hill Text - Films
   330 West 42nd Street
   New York, N.Y. 10036

3. 16mm Film: "Normal Birth" (Black and White)
   Order from: Medical Films, Inc.
   Photo & Sound Company
   116 Natoma Street
   San Francisco, Calif. 94105